

ARIZONA DEPARTMENT OF EDUCATION

ESEA for LEAs

***Developing a Title I Schoolwide Program
Part One***

***Title I Unit
Arizona Department of Education
1535 West Jefferson Avenue
Phoenix, Arizona 85007***



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PURPOSE OF DOCUMENT

*The purpose of this document is to provide technical assistance and guidance to district and charter schools implementing a Title I Schoolwide Program. The information and tools in this workbook compliments Part One of the **ESEA For LEAs: Developing a Title I Schoolwide Program** training provided by the Title I Unit of the Arizona Department of Education. The PowerPoint presentation can be downloaded from the [Title I Schoolwide Program webpage](#) on the [Arizona Department of Education website](#). Documentation in this workbook may be used as evidence of a school's transition to a Title I Schoolwide Program. Worksheets may also be uploaded into the Arizona Local Educational Agency Tracker (ALEAT) as supporting evidence for compliance requirements through Cycle Monitoring.*



State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

Title I Unit

Nancy Konitzer

Deputy Associate Superintendent

nancy.konitzer@azed.gov

Gary Fortney

ESEA Program Director

gary.fortney@azed.gov

Bobbie Orlando

ESEA Compliance Monitoring Director

bobbie.orlando@azed.gov

Education Program Specialists

Obiageli Azbou

obiageli.azbou@azed.gov

Stephen Bonnet

stephen.bonnet@azed.gov

Joan Curtis

joan.curtis@azed.gov

Erik Francis

erik.francis@azed.gov

Don Fuller

don.fuller@azed.gov

Marilyn Gardner

marilyn.gardner@azed.gov

Nadine Groenig

nadine.groenig@azed.gov

Jill Jeanes

jill.jeanes@azed.gov

Jim Lovett

jim.lovett@azed.gov

Mark McManus

mark.mcmanus@azed.gov

Barbara Nolan

barbara.nolan@azed.gov

Debora Norris

debora.norris@azed.gov

Noni Paris

noni.paris@azed.gov

Terry Strayhand

terry.strayhand@azed.gov

Lynn Tuttle

lynn.tuttle@azed.gov

ALEAT Help Desk

(602) 542-4353

ALEAT@azed.gov

Workbook designed by [Erik M. Francis](#), Education Program Specialist, Title I Unit, Arizona Department of Education

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PRE-TEST

- 1) What is the difference between a Title I Schoolwide and Targeted Assistance program?
- 2) What are the requirements of a Title I Schoolwide Program?
- 3) What are the three core elements of a Title I Schoolwide Program?
- 4) What is the five step process in planning a Title I Schoolwide Program?
- 5) Who should be a part of the Title I Schoolwide Planning Team?
- 6) What is the purpose of clarifying the vision for school reform in planning a Title I Schoolwide Program?
- 7) What are the five focus areas for creating the school profile?
- 8) What kind of data should the Schoolwide Planning Team gather in order to create the school profile?
- 9) How does a school use the Arizona Standards and Rubrics for School Improvement as source for the comprehensive needs assessment?
- 10) What are the resources a school uses to meet the goals of the Schoolwide Plan?

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CURRENT TITLE I PROGRAM

What is your Title I Program?

Briefly describe what kind of Title I program is currently implemented at your school.

Guiding Questions	Plan
Who receives academic intervention?	
What interventions are provided?	
Who provides the intervention?	
Where is the intervention provided?	
When is the intervention provided?	
How is the intervention provided?	
Why is this intervention the most effective method for the school and student population?	
How is student achievement and progress assessed, monitored, and evaluated?	

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OVERVIEW OF TITLE I SCHOOLWIDE PROGRAMS

What is a Schoolwide Program?

A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school.

Goal

The primary goal of a Schoolwide Program is to ensure that **ALL** students – particularly those who are low-achieving – meet and exceed levels of achievement on state academic standards.

Schoolwide vs. Targeted Assistance

Where a Title I Targeted Assistance program provides interventions solely for those students identified as most at-risk academically, a Schoolwide Program allows schools to redesign and reform its entire education program in order to serve **ALL** students.

Requirements

A school with a Schoolwide Program must have and complete the following:

- ✓ At least 40% low income student population
- ✓ Conduct a comprehensive needs assessment
- ✓ Identify and commit to specific goals and strategies that address those needs.
- ✓ Implement a comprehensive school reform (CSR) model.
- ✓ Create a comprehensive plan focusing on successful academic achievement for ALL students.
- ✓ Conduct an annual evaluation of the effectiveness of the Schoolwide Program
- ✓ Revise the plan as necessary.

Benefits of a Schoolwide Program

- **Flexibility:** By combining resources, schools are able to serve all students as well as redesign the school and its services.
- **Coordination and Integration:** Incorporation of programs, strategies, and resources reduces curricular and instructional fragmentation.
- **Accountability:** Schoolwide expectations becomes clear and coordinated in that all students are responsible for meeting the same high standards.
- **Unified Goals:** Schoolwide Programs bring the parents, the community, and the school together to redesign and improve the school.

By allowing schools to integrate their programs, strategies, and resources, the Schoolwide Program can become the catalyst for comprehensive reform of the entire instructional program children in these schools receive.

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COMPONENTS OF A SCHOOLWIDE PLAN

A schoolwide plan includes all of the following required components:

1. A comprehensive needs assessment for the entire school
2. Effective methods and strategies based on SBR that strengthen the core academic program in the school
3. High quality and on-going professional development for teachers, principals, and paraprofessionals
4. Instruction provided by effective HQ teachers and paraprofessionals
5. Strategies to attract HQ staff
6. Strategies to address the needs of all children but particularly the needs of low-achieving children and those at risk of not meeting the state standards
7. Strategies to increase parental involvement
8. Plans for assisting preschool children in the transition from early childhood programs to LEA run programs
9. Measures to include teachers in the decisions regarding the use of academic assessment in order to improve the academic achievement of students
10. Recruitment of external facilitator to provide technical assistance and guidance through transition process
11. Activities to ensure students who are experiencing difficulty mastering the state standards are provided in an effective and timely manner
12. Coordination and integration of Federal State, and local services and programs

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SCHOOLWIDE VS. TARGETED ASSISTANCE

Title I Program	Targeted Assistance	Schoolwide
Definition	Title I program model that concentrates or “targets” services to students identified as most at-risk academically based upon rank ordered criteria.	Title I school model that defines the services to students by encompassing the entire school. It is built on reform strategies.
Focus	Intervention for students identified as most at-risk academically	Schoolwide reform
Eligibility	Schools with poverty level greater than 40%. All schools implementing a Title I program start as Targeted Assistance regardless of population count.	Optional model for school with poverty level greater than 40%.
Student Selection	Students are identified as most at-risk academically based upon objective, research-based criteria. Criteria for grades PK-2 and 3-12 are more developmentally appropriate.	All students qualify for Title I services.
Funding	Title I funds must be used to provide supplemental education services and academic interventions in reading and math only to students identified as most at-risk academically by the rank order conducted by the school.	More flexibility. There are three options for funding: <ul style="list-style-type: none"> • SW1: Program is supported solely by Title I funds. • SW2: School pools Title I and other federal resources to support program. • SW3: School pools all federal, state, and local funding to support schoolwide plan.
Supplement Not Supplant	A TA school must use its Title I funds only to supplement not supplant existing academic programs. Title I funds may not be used to pay for the core instructional program.	Schools with a Schoolwide Program need to ensure that Title I funds add to but don’t substitute for the total state and local resources the school receives.
Professional Development	Title I staff only	All staff
Evaluation	TA school must review the progress of participating children and revise the Title I program as necessary in order to help Title I students meet state standards.	SW program must review the progress of the schoolwide plan and revise as necessary in order to help ALL students meet state standards.
Parental Engagement	Title I schools must comply with Title I requirements regardless of TA or SW programs.	

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CORE ELEMENTS OF A SCHOOLWIDE PROGRAM

- **Comprehensive Needs Assessment**

A school operating a Schoolwide Program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.

- **Comprehensive Schoolwide Plan**

A school must develop a schoolwide plan that describes how it will achieve the goals of its needs assessment. The schoolwide plan must include the following:

- ✓ Research-based reform strategies that are aligned with the needs assessment and provide opportunities for all children to meet state standards or advanced levels of academic achievement
- ✓ Provide instruction by highly qualified teachers
- ✓ Offer high-quality, continuous professional development
- ✓ Strategies to attract and retain highly qualified teachers
- ✓ Strategies to improve parental engagement
- ✓ Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.
- ✓ Identify measures to include teachers in decisions regarding the use of academic assessments
- ✓ Conduct activities to ensure that students who experience difficulty attaining proficiency receive effective, timely, additional assistance.
- ✓ Coordinate and integrate Federal, State and local services and programs.

- **Evaluation**

The school must evaluate annually the outcomes and implementation of the plan to determine the following:

- ✓ Did the academic achievement of ALL students improve – particularly low-achieving students?
- ✓ Were the goals and objectives of the plan achieved?
- ✓ Does the plan need to be modified and adjusted to ensure or improve successful student achievement?

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ESTABLISHING A SCHOOLWIDE PROGRAM

Schools deciding to implement a Schoolwide Program should complete the following steps:

1. The school determines it meets the criteria to implement a Schoolwide Program. The low-income student population of the school must be 40% or more.
2. School leaders meet with stakeholders – staff and parents – to discuss and agree upon transitioning the Title I program to a Schoolwide Program.
3. The school establishes a Schoolwide Planning Team consisting of stakeholders from the school community.
4. The Schoolwide Planning Team selects an external facilitator to provide technical assistance and provide guidance through the transition. The external facilitator may be from the district office overseeing the school or a consultant approved by the school's local education agency (LEA).
5. The Schoolwide Planning Team conducts a comprehensive needs assessment. The [Standards and Rubrics for School Improvement](#) (PDF) provided by the Arizona Department of Education should be used as the rubric for the comprehensive needs assessment.
6. The Schoolwide Planning Team shares the results of the comprehensive needs assessment with all stakeholders, identifying the school's areas of strength, growth, and improvement.
7. The Schoolwide Planning Team prioritizes the areas of improvement as a precursor to developing the Schoolwide Plan.
8. The Schoolwide Planning Team research comprehensive school reform (CSR) models to implement as part of the academic reform of the school education program. The school may choose more than one CSR model to meet the specific areas of improvement identified in the school's comprehensive needs assessment.
9. The Schoolwide Planning Team develops a comprehensive Schoolwide Plan based on the results of the comprehensive needs assessment. The Schoolwide Plan meets all the required components of a Schoolwide Plan. The CSR model selected by the Schoolwide Planning Team is aligned to the Schoolwide Plan.
10. The Schoolwide Planning Team creates a budget to support the Schoolwide Plan. The Schoolwide Planning Team must decide whether to only allocate only Title I funds under a Schoolwide 1 Program (SW1), all federal funds for a Schoolwide 2 Program (SW2), or all federal, state, local, and discretionary/competitive/private funds under a Schoolwide 3 Program (SW3). **The Schoolwide Plan must address the intent of the original programming source.**
11. School follows the LEA procedures for approval of Schoolwide Plan entered into ALEAT.
12. LEA submits fiscal application and cycle monitoring requirements to the Title I Unit of the Arizona Department of Education.

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PURPOSE OF SCHOOLWIDE PROGRAM

Define what your school hopes to attain by transitioning a Title I Schoolwide Program. Create a mission and vision statement for your program.

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ESTABLISHING SCHOOLWIDE PLANNING TEAM

In order to create an effective schoolwide plan that has input from all stakeholders, the school must create a planning team consisting of various members of the school community whose sole purpose is to lead the process of developing the Schoolwide Program.

The responsibilities of the Schoolwide Planning Team include the following:

- Organize and oversee the needs assessment process
- Lead the staff in developing the schoolwide plan
- Conduct and oversee the program's annual evaluation.

Members of the planning team should include the following members of the school community:

- **Administration:** Principal or other instructional leader. This is the person who establishes the core planning team.
- **Certified:** Teachers, guidance counselors, curriculum specialists, academic coaches
- **Classified:** Paraprofessionals, administrative assistants, clerks
- **District Officials:** Associate superintendent, director, coordinator
- **Parents**
- **Community Members**
- **Business Partners**
- **Students** (most specifically at the higher grade levels), **if appropriate**

Consultant/Outside Facilitator

In addition, the school must select an objective, outside facilitator to guide the planning process. This person may be either a reliable district office staff administrator or a consultant or sub-contractor from outside the district. This person must be familiar about not only Title I policies and procedures but also knowledgeable about various strategies and programs related to schooling reform. The consultant/outside facilitator can also work effectively with the planning team in establishing skills in leadership, consensus building, meeting management, and project organization.

Selection of Team Members

Membership should be voluntary and open to anyone in the school community who has a vested interest in participating in the schoolwide planning process. However, the school leadership should take special care in selecting key members of the school community who have various expertises, knowledge about Title I policies and procedures, and may also have the ability to influence effective reform and change. The school should also consider whether there is an existing team or committee that may also serve as the Schoolwide Planning Team. Using an existing group consisting of various stakeholders in the school community will prevent duplication of efforts.

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SCHOOLWIDE PLANNING TEAM OVERVIEW

What is the objective of the Schoolwide Planning Team?

Who are the members of the Schoolwide Planning Team?

What are the expectations of the members of the Schoolwide Planning Team?

How will the members of the Schoolwide Planning Team communicate with the groups whom they represent?

How will the members of the Schoolwide Planning Team ensure all stakeholders will be provided with an opportunity to review the plan and provide comments?

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SCHOOLWIDE PLANNING TEAM MEMBERS

School: _____

Representative	Name	Position	Phone	E-Mail
Administration				
Certified				
Classified				
District Office				
Parents				
Community / Business				
Student				
External Facilitator				

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CLARIFYING THE VISION FOR REFORM

Prior to conducting the needs assessment, the school staff needs to discuss what school reform will look like in terms of student success and how that vision differs from what currently exists at the school. The goal of this discussion is to identify the strengths and challenges the school must address in order to achieve effective change, improve student achievement, and attain the collective vision the school establishes.

Guiding questions

School staff members should be provided the following guiding questions when clarifying the new collective vision for the school:

What is our purpose here?

What are our expectations for students?

What are our expectations of all staff members?

What are our expectations of the parents?

What are our expectations of the community?

How important are the collaborations and partnerships?

How committed are all stakeholders to continuous improvement?

Education leaders should encourage feedback and responses from the staff, for their input will not only provide an overview of the current status of the school but also set the direction the school will take in the future.

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VISION FOR REFORM

What is our purpose here at the school?

What are our expectations for students?

What are the responsibilities of the staff – administration, classified, certified, volunteers?

What are our expectations of the parents?

What are our expectations of the community?

How important are the collaborations and partnerships?

How are we committed to continuous improvement?

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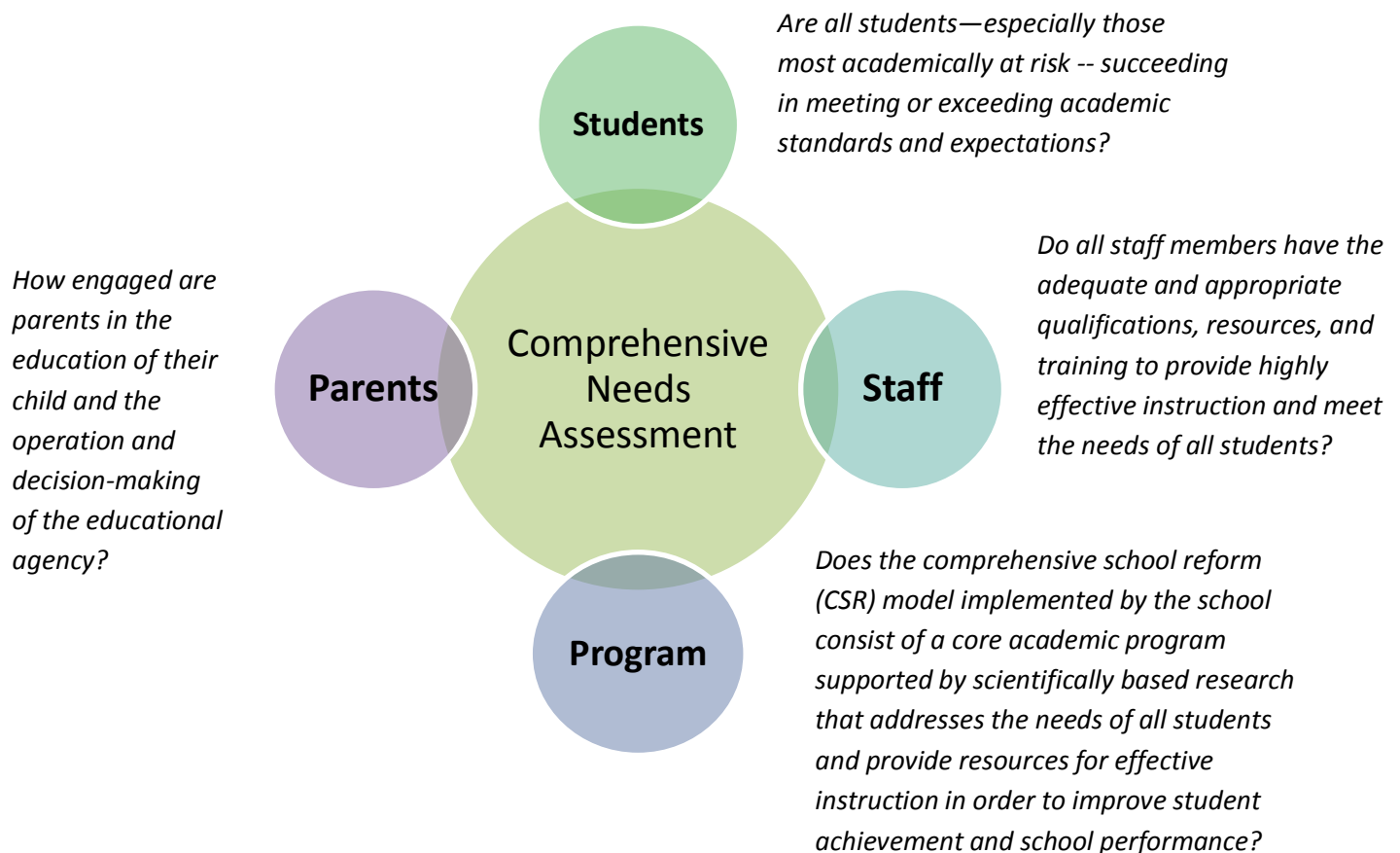
COMPREHENSIVE NEEDS ASSESSMENT

A “need” is a discrepancy or gap between “what is” and “what should be.”

A **Needs Assessment** is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. They are conducted to determine the needs of people – i.e., receivers of the services provided by an organization. In education, the receivers of the services are students and their parents.

A **Comprehensive Needs Assessment** takes into account needs identified in other parts of a system. In education, the Comprehensive Needs Assessment determines the needs of those who receive the academic service (students and parents), the providers of the academic services (school staff), and the structure and system of the organization (core academic program, assessment and evaluation, resources).

COMPREHENSIVE NEEDS ASSESSMENT FRAMEWORK



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COMPREHENSIVE NEEDS ASSESSMENT FORMULA

“Need” refers to the gap or discrepancy between the ideal results a school wants to attain (“what should be”) and current results of student achievement and school performance (“what is”). The “need” also helps identify the target assessment objective of the Schoolwide Program’s goals.

Desired Results (What Should Be)	—	Current Results (What Is)	=	Need (Basis of Goal)
This is the ideal results. With a Title I program, the desired results are the SMART Goals of the <i>Elementary and Secondary Act of 1965</i> .		This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.		This identifies the “gap” between the ideal assessment objective and the current reality of the school and its students. It establishes the annual target assessment objective of the SMART Goal. The “need” should be written as a measurable goal – I.e. a measurable action with a percentage.

Example

Goal Topic	Desired Results (What Should Be)	—	Current Results (What Is)	=	Need (Basis of Goal)
<i>Academic Proficiency in Reading</i>	<i>100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.</i>		<ul style="list-style-type: none"> • 55% of students in Grades 3-8 attain reading proficiency. • 20% of English Language Learners attain reading proficiency. • 15% of students with disabilities attain reading proficiency. • 30% of Free and Reduced Lunch Program students 		70% or more of all students must attain reading proficiency or better in the current academic year. <i>(Schools should also narrow and identify needs to specific populations’ performance.)</i>

[Click here to go to the Comprehensive Needs Assessment Table.](#)

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TITLE I COMPREHENSIVE NEEDS ASSESSMENT

An effective Comprehensive Needs Assessment must take into account data regarding all aspects of the LEA. Findings and conclusions should be based on both quantitative and qualitative data from multiple sources. Therefore, the Comprehensive Needs Assessment should include an evaluation of the following:

School and District Leadership Capacity	Curriculum, Instruction, and Professional Development	Classroom and School Assessments	School Culture and Climate	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Teacher Input Teacher Expectations Teacher Readiness and Qualifications	Student Performance Student Needs Student Expectations Formative Assessments Summative Assessments Screening Assessments Standardized Assessment Vertical Integration AIMS DIBELS Benchmarks Classroom Assessments Classroom Assignments	Student Attendance Student Behavior Parent Expectations Parental Involvement Activities Parental Responses Community and Business Partnerships Community Demographic Information Community Expectations Community Perception of School Effectiveness	Budget Resources Expenditures Staffing Time School Schedules

The data resulting from a Comprehensive Needs Assessment demonstrate the current state of the school and are used to determine the steps the school needs to take to create effective schoolwide reform. In order to accurately and realistically address the key reform issues the school faces, the data should be organized in a clear manner that all members of the school community will understand.

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IDENTIFYING DATA SOURCES

The Schoolwide Planning Team's findings and conclusions about the school should be based on both quantitative and qualitative data from multiple sources.

Quantitative Data	Sources
Student achievement results <ul style="list-style-type: none">• Grades• Performance on state assessments Enrollment countAttendance rateDisciplinary incidencesDropout rateGraduation rateDemographic statistics	Report cardsTranscriptsOffice referralsSchool and district recordsCensusRecords from local, state, and federal organizations
Qualitative Data	Sources
AttitudesBeliefsFeedbackFeelingsPerceptions	Surveys <ul style="list-style-type: none">• Staff• Student• Parent• Community Community forumsCommittee meetingsTown hall meetings

Guidelines for Gathering Data

Follow the following guidelines when gathering data:

- Explain the purpose of each data collection instrument.
- Phrase all questions clearly and appropriately.
- Omit unnecessary questions.
- Assure confidentiality of responses.
- Establish culture of trust and comfort that emphasizes there are no right or wrong answers or consequences for responses.
- Allow adequate response and return time.
- Have all involved in gathering the data be knowledgeable and available to answer questions about the data collection process.

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GUIDELINES FOR GATHERING DATA

Follow the following guidelines when gathering data:

- Explain the purpose of each data collection instrument.
- Phrase all questions clearly and appropriately.
- Assure confidentiality of responses.
- Establish culture of trust and comfort that emphasizes there are no right or wrong answers or consequences for responses.
- Allow adequate response and return time.
- Have all involved in gathering the data understand and explain the data collection process.

Standards and Rubrics for LEA Improvement

In the state of Arizona, the Arizona Department of Education offers the [Standards and Rubrics for LEA Improvement 2007](#) Edition as a guide to help schools conduct a needs assessment, create the school profile, and establish the mission and vision of the school. Schools are also encouraged to use their own forms of data gathering in order to obtain the clearest picture of their school's present status.

Standard 1: LEA Leadership Capacity

Standard 2: Curriculum, Instruction, and Professional Development

Standard 3: LEA Assessments

Standard 4: Culture, Climate, and Communication

Standard 5: Resource Management (2007 Edition)

Standards and Rubrics for School Improvement

The [Standards and Rubrics for School Improvement](#) is used by schools in Arizona in order to identify the strengths and limitations of their overall program. This web resource guide is a support for those standards and rubrics, as well as a tool to address the indicators stated in the standards. The indicators are defined within the following four standards:

Standard 1: School and District Leadership Capacity

Standard 2: Curriculum, Instruction, and Professional Development

Standard 3: Classroom and School Assessments

Standard 4: School Culture, Climate, and Communication

Standard 5: Resource Management (2007 Edition)¹

¹ Include Standard 5: Resource Management from the [Standards and Rubrics for LEA Improvement 2007](#) as part of the Comprehensive Needs Assessment for the school.

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DATA SOURCES

Data Source	Utilization
Comprehensive Needs Assessment	<ul style="list-style-type: none"> Identifies the areas of strength, growth, and improvement in the school. Validates prioritization of needs. Guides the creation of SMART Goals, strategies, and action steps. Establishes target objectives.
Screening Assessments	<ul style="list-style-type: none"> Measures students' basic skills and abilities as well as background knowledge. Defines the skills and abilities of the student population. Assesses and evaluates the skill level of students without any academic progress reports who enroll in a school.
Standardized Assessments	<ul style="list-style-type: none"> Provides thorough analysis of the effectiveness of education programs. Determines whether students are meeting or exceeding state academic standards. Measures student achievement for subgroups. Compares student achievement and school progress against standard benchmarks and other schools.
Dynamic Assessments	<ul style="list-style-type: none"> Allows for individualized, classroom, and grade level measurement of student achievement and progress. Provides feedback on teacher's effectiveness in the classroom.
Formative Assessments	<ul style="list-style-type: none"> Determines whether students are meeting grade level and subject-matter academic standards and benchmarks. Guides decision making regarding instructional methods and professional development.
Summative Assessments	<ul style="list-style-type: none"> Provides final determination whether the school is meeting their target objectives and determines creation and modification of future goals.
Surveys	<ul style="list-style-type: none"> Provides affective assessment of stakeholders' perceptions of the school.
Budgets	<ul style="list-style-type: none"> Determines whether the school is allocating fiscal resources appropriately and effectively to meet schoolwide goals and targeted objectives.
Registration / Attendance / Sign-Up Lists	<ul style="list-style-type: none"> Measures the participation of different stakeholders in different school-related activities.
Calendars / Schedules	<ul style="list-style-type: none"> Charts the frequency of opportunities provided by the school.

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DATA PLAN

Create the plan for gathering the data needed to create the school profile.

What is the purpose of this assessment? How will the data gathered be used?

Who is responsible for gathering and organizing the data?

How will the data collection forms be dispersed to ensure all members of the school community have the accessibility and opportunity to participate and respond? What procedures are in place to follow-up with people who do not respond?

How will information be gathered and organized within the identified focus areas?

How will the results be presented in a manner that is clear and understandable to all stakeholders?

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DATA COLLECTION TOOL

Identify the data collection tool the Schoolwide Planning Team will use, its target audience, and the type of data to be collected. Explain the area of focus for schoolwide reform the data address and how the data will be used in defining the school profile.

Data Collection Tool	Target Audience	Quantitative / Qualitative	Area of Focus	How will the data be used?

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RESOURCE MANAGEMENT

Comprehensive school reform involves analyzing the education program of a school to determine the areas of strength, growth, and improvement in order to prioritize needs and establish SMART Goals for the current academic year. This requires a complete analysis of not only what the school needs but also clarification of what resources are currently available but underutilized in meeting these needs.

SCHOOL RESOURCES

Fiscal

Personnel / Human Resources

Time

Instructional Materials

Technology

Community

When analyzing a school's resources, consider the following questions:

What resources does the school need in order to meet the school's goals?	A school should be very clear in what resources they need and how these resources will support the school in meeting its goals. Resources should be prioritized based upon the prioritization of the needs determined by the outcome of the comprehensive needs assessment.
What resources does the school already have that will support the goals?	Schools may have resources currently available to them that will assist them in meeting their goals and target objectives. The school should conduct an inventory – physical, personnel, fiscal – to verify if resources and systems are already in place to ensure success.
Is the school utilizing all of its existing resources to their fullest potential?	Many schools are not aware of the potential of the resources available to them – or even the extent of the resources available. School leaders should assess the level and potential of all available resources – known and unknown -- that are underutilized or untapped.
What resources could the school invest in that will produce the best results immediately and in the long run?	There are many products and programs available for schools to purchase. However, should take careful consideration in what exactly would be the most effective investment –instructional, personal, and fiscal – in helping the school meet its goals.

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RESOURCE MANAGEMENT ANALYSIS

Resource	Guiding Questions	Evidence
Fiscal	<ul style="list-style-type: none"> Is the school expending fiscal resources effectively and based on data driven decision making to support the school's goals? Does the school consistently seek, coordinate, and monitor all state and federal grants, competitive grants, and other special revenues to support increased student achievement? Is the school aware of the fiscal resources available? Is there a clear budgeting process that is adjusted annually to meet student achievement needs? Is an annual evaluation conducted that determines the effectiveness of all programs, initiatives, and activities based on student performance data and the needs of the student population? Does the school regularly assess the effectiveness and efficiency of its assets – financial and capital? Is the school able to meet reasonable changes and unanticipated events? Do program evaluations reflect the appropriate fiscal spending? Are all stakeholders provided the opportunity to review and provide input on the budgeting process? 	Site Budget LEA Consolidated Plan Purchase Orders Grant Applications Audit Reports Completion Reports Program Evaluations Meeting Minutes/Agendas
Personnel / Human Resources	<ul style="list-style-type: none"> Are all teachers highly qualified and assigned to teach in HQ subject areas? Are there staff members who are highly qualified in more than one area? Are there staff members with skills, talents, backgrounds, and/or experience that could effectively contribute to the school's goals? What professional development opportunities are available? Are there staff members who can provide professional development? Does the school prioritize funding for professional development? 	Teacher Evaluations Principal Verification Documentation of Human Resources recruiting efforts Professional Development Needs Assessment Formative Assessments Summative Assessments Lesson Plans

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Time	<ul style="list-style-type: none"> Has the school allotted enough instructional time to address effectively the state standards as well as individual student's educational needs? Has the school allotted time for collaboration between same subject, grade level, and cross-curricular teachers to plan, dialogue, and confer? Is the time allotted for professional development being utilized effectively with time to conduct monitoring and formative and summative evaluations? Has the school allotted time for all stakeholders to meet and confer regarding student progress, student achievement, and/or school performance? Has the school allotted time for parents to be involved? 	School Schedules Lesson Plans Meeting Minutes/Agendas Staff Meeting Agendas Sign-in Sheets Grade Level/Subject Area Meetings
Instructional Materials	<ul style="list-style-type: none"> Does the school have the instructional materials that support the state academic standards while also providing rigor and relevance? Does the school have supplementary materials that support instruction? Are all instructional materials included in curriculum and textbook packages being used to their fullest potential? Do the instructional materials provide rigor and relevance to education? Do the instructional materials support and compliment the comprehensive school reform implemented at the school? 	Capital Inventory List Materials Inventory List Textbook Adoption
Technology	<ul style="list-style-type: none"> Does the school have a technology plan? Does the technology plan address the prioritized needs of the school? Is the technology at the school being utilized to its fullest potential? Is the technology up to date? Is the technology available for all stakeholders? Is there data supporting the technology is improving academic achievement? 	Technology Plan Capital Inventory List Material Inventory List Programming Source Budget
Community	<ul style="list-style-type: none"> Are there resources within the community that could provide support – fiscal, personnel, instructional? Are there groups within the community who could contribute to the school? Are there outreach programs implemented that could support the school? Are there venues or arenas the school can use to bolster communication? 	Surveys Census Data Meetings

[Click here to go to the Resource Management Analysis.](#)

ESEA For LEAs

SCHOOL NEEDS ASSESSMENT

Standards and Rubrics for School Improvement

In the state of Arizona, the Arizona Department of Education offers the [Standards and Rubrics for School Improvement](#) as a guide to help schools conduct a needs assessment, create the school profile, and establish the mission and vision of the school. Schools are also encouraged to use their own forms of data gathering in order to obtain the clearest picture of their school's present status. Prioritize in order of importance those areas of need identified through the Comprehensive Needs Assessment process.

Standard 5: Resource Management

1. Evaluate each standard with the following criteria:

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates functional performance in this area.
1	The school demonstrates limited performance in this area.
0	The school demonstrates little to no performance in this area.

2. Provide comments to support the evaluation.

Indicator	Level of Performance	Comments
5.1		
5.2		
5.3 A		
5.3 B		
5.4		
5.5		
5.6 A		
5.6 B		

3. Highlight the five lowest levels of performance in **red**.
4. Highlight the five mid-levels of performance in **yellow**.
5. Highlight the five highest levels of performance in **green**.

ESEA For LEAs

ANALYZING THE DATA

The results of the needs assessment should provide the data necessary for the planning team to determine the current state of the school in relation to the vision clarified by the staff and the steps the school needs to take in creating an effective schoolwide reform.

In order to organize the data that accurately and realistically addresses the key reform issues the school faces in a clear manner that all members of the school community will understand.

Below is a sample chart based upon the [Standards and Rubrics for School Improvement](#). The areas under strength, growth, and improvement are based upon the results of the needs assessment.

SCHOOL DATA ANALYSIS

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity	1.3 1.4 1.5 1.6 1.7	1.8 1.9 1.12 1.13	1.1 1.2 1.10 1.11
Curriculum, Instruction, and Professional Development	2.7 2.9 2.10 2.13 2.15	2.2 2.3 2.11 2.14	2.1 2.4 2.5 2.6 2.8 2.12
Classroom and School Assessments	3.3 3.5 3.6	3.1 3.2	3.4 3.7 3.8
School Culture, Climate, and Communication	4.1 4.5 4.9 4.11	4.4 4.7 4.8 4.10	4.2 4.3
Resource Management	5.1 5.4 5.6 B	5.3 5.5 5.6 A	5.2

[Click here to go to the School Data Analysis.](#)

ESEA For LEAs

CLARIFYING NEEDS

Prioritize in order of importance those areas of need identified through the comprehensive needs assessment process.

Based on the results of your needs assessment, what do the results suggest for the following?

- ✓ **Academic needs of the students in your school**
- ✓ **Instructional and content needs of your teaching staff**
- ✓ **Needs of parents and families in relation to student achievement**
- ✓ **School safety**
- ✓ **Students in transition**
- ✓ **Sub-groups**

NEEDS PRIORITY LIST

Need Category	Data Sources
School and District Leadership Capacity 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability	Feedback School community surveys (student, staff, parent)
Curriculum, Instruction, and Professional Development 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	Observations of teachers Teacher surveys
Classroom and School Assessments 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas)
School Culture, Climate, and Communication 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	Parent surveys Attendance sheets Feedback Discipline referrals School safety report Feedback and surveys
Resource Management 5.1 Support instructional goals 5.4 Review process for budget 5.6 A Alignment to Personnel Evaluations	Parent surveys Teacher evaluations Expense reports

[Click here to go to the Needs Priority List.](#)

ESEA For LEAs

AREAS OF STRENGTH / GROWTH / IMPROVEMENT

Based upon the data collected, what are the strengths of the current school program?

Based upon the data collected, what are the areas of growth of the current school program?

Based upon the data collected, what are the areas of improvement of the current school program?

Explain how the evidence gathered supports staff assumptions about strengths and needs.

Are there information gaps? What more do we need to know?

Complete the priority list based upon the results of the needs assessment.

ESEA For LEAs

CREATING THE SCHOOL PROFILE

The school profile is a description of the following:

STUDENTS	STAFF	PERFORMANCE
<i>What is the socio-economic status of the students served by the school?</i>	<i>What are the experience and education levels of the school staff?</i>	<i>Is the school meeting the targeted assessment objectives?</i>
<i>What are the subgroups of the student population?</i>	<i>What are the leadership philosophy and managerial style of the school administration?</i>	<i>Is it making its Average Yearly Progress?</i>
<i>Are there certain subgroups that are larger than others?</i>	<i>What kind of experience, professional development, and training to the teachers bring to their classroom?</i>	<i>What is the school's state designation according to AZLEARNS?</i>
<i>What is the pattern of student achievement on formative and summative assessments?</i>	<i>What are the expectations and responsibilities of teachers in regards to the day to day operation of the school?</i>	<i>Is the local education agency in LEA improvement?</i>
<i>What extracurricular activities have the largest student participation?</i>		<i>Is the school in school improvement?</i>
		<i>Is it a Persistently Low Performing School?</i>
		<i>Is the LEA/school meeting its annual measurable assessment objectives (AMAO) for its English Language Learner students?</i>
		<i>What other designations has the school earned (e.g. A+ School, NCA Accreditation)?</i>

These descriptions should be based on data gathered, assessed, and evaluated by the Schoolwide Planning Team. The team should also decide which focus areas are most essential for schoolwide reform. This decision is driven by the data acquired from the school's needs assessment and other data sources including feedback from the school community, survey responses, attendance at school events and committee meetings, and results on formative and summative academic assessments.

ESEA For LEAs

APPENDIX ²

² Documents included in this appendix may be used for the Schoolwide Plan and as evidence for Cycle Monitoring items inside ALEAT.

ESEA For LEAs

TRANSITION TO SCHOOLWIDE PLANNING CHECKLIST

COMPLETED	TASK	DATE	NOTES
<input type="checkbox"/>	Determination of Low-Income Student Population = 40% or more		
<input type="checkbox"/>	School Meeting – Transition to Schoolwide		
<input type="checkbox"/>	Schoolwide Planning Team established.		
<input type="checkbox"/>	External facilitator selected.		
<input type="checkbox"/>	Comprehensive Needs Assessment conducted.		
<input type="checkbox"/>	Areas of Strength, Growth, and Improvement identified and shared with stakeholders		
<input type="checkbox"/>	Needs prioritized.		
<input type="checkbox"/>	School profile created.		

ESEA For LEAs

COMPREHENSIVE NEEDS ASSESSMENT SURVEY

1. Copy, paste, and save the next two pages as a separate document.
2. Click the [blue hyperlink](#) to go to the [Standards and Rubrics for School Improvement](#).
3. Evaluate each standard with the following criteria:

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates functional performance in this area.
1	The school demonstrates limited performance in this area.
0	The school demonstrates little to no performance in this area.

4. Provide comments to support the evaluation.
5. Save the survey to the hard drive.

Standard 1: School and District Leadership Capacity

Indicator	Level of Performance	Comments
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		
1.7		
1.8		
1.9		
1.10		
1.11		
1.12		
1.13		

Standard 2: Curriculum, Instruction, and Professional Development

Indicator	Level of Performance	Comments
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		
2.7		
2.8		
2.9		
2.10		
2.11		
2.12		
2.13		
2.14		
2.15		

ESEA For LEAs

Standard 3: Classroom and School Assessments

Indicator	Level of Performance	Comments
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		
3.7		
3.8		

Standard 4: School Culture, Climate, and Communication

Indicator	Level of Performance	Comments
4.1		
4.2		
4.3		
4.4		
4.5		
4.6		
4.7		
4.8		
4.9		
4.10		
4.11		

Standard 5: Resource Management

Indicator	Level of Performance	Data Source/Evidence
5.1		
5.2		
5.3 A		
5.3 B		
5.4		
5.5		
5.6 A		
5.6 B		

Click the box and check which stakeholder group you represent.

☐

Certified

☐

Administration

ESEA For LEAs

PERFORMANCE INDICATORS FOR RESOURCE MANAGEMENT

LEVEL OF PERFORMANCE				
Indicator	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below
	Exemplary Development or Implementation	Fully Functional Development or Implementation	Limited Development or Implementation	No Evidence of Development or Implementation
5.1 Allocation of Resources	The school appropriately allocates sufficient resources -- including time, personnel, funding, and technology -- and utilizes many funding sources to support the school's instructional goals of high student achievement.	The school allocates sufficient resources -- including personnel -- and utilizes some funding sources to support the school's instructional goals of high student achievement.	The school allocates some resources and utilizes some funding sources to support the school's instructional goals of high student achievement.	The school does not appropriately allocate resources to support the school's instructional goals of high student achievement.
5.2 Budget Process	The school has a well-documented and clearly communicated budget process resulting in budget allocations that are adjusted annually to meet student achievement needs.	The school has a well-documented budget process resulting in budget allocations that are adjusted annually to meet student achievement needs.	The school has a well-documented budget process.	The school does not have a clearly documented budget process.
5.3 A Review of Budget Process	The school uses an annual review process to determine the cost-effectiveness of nearly all programs, initiatives, and activities based on student performance data and the needs of all student populations.	The school uses a review process to determine the cost-effectiveness of most programs, initiatives, and activities based on student performance data and the needs of all student populations.	The school uses a review process to determine the cost-effectiveness of some programs, initiatives, and activities but is not necessarily based on student performance data and the needs of all student populations.	The school does not review the cost-effectiveness of some programs, initiatives, and activities to ensure support of all student populations.
5.3 B Assessment of Budget Process	The school regularly assesses the effectiveness and efficiency of its financial and capital assets and can meet reasonable changes and unexpected events.	The school regularly assesses the effectiveness and efficiency of its financial and capital assets.	The school occasionally assesses the effectiveness and efficiency of its financial and capital assets.	The school does not assess the effectiveness and efficiency of its financial and capital assets.

ESEA For LEAs

LEVEL OF PERFORMANCE				
Indicator	3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below
	Exemplary Development or Implementation	Fully Functional Development or Implementation	Limited Development or Implementation	No Evidence of Development or Implementation
5.4 Fiscal Support	The school constantly seeks, coordinates, and monitors all state and federal grants and other special revenues to support increased student achievement.	The school supports the search for and acquisition of all state and federal grants and other special revenues to support increased student achievement.	The school seeks some additional revenue to support increased student achievement.	The school does not seek some additional revenue to support increased student achievement
5.5 Personnel	The school prioritizes its resources to provide extensive funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school provides sufficient funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school provides limited funding for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.	The school does not provide funds to account for the recruitment, training, and retention of highly qualified teachers, administrators, and staff.
5.6 A Teacher Evaluations	The school's evaluation of teachers is directly aligned to the effective delivery of curriculum, instruction, and assessments of student performance, establishing high expectations for teaching and learning.	The school's evaluation of teachers is directly aligned to the effective delivery of curriculum and instruction, and assessments that are aligned to state standards.	The school's evaluation of teachers is loosely aligned to the effective delivery of curriculum, and instruction. Assessments are not necessarily used in evaluations.	The school's evaluation of teachers is not aligned to the effective delivery of curriculum, and instruction. Assessments are not used in evaluations.
5.6 B Administrator Evaluations	The school's evaluation of appropriately certified administrators is directly aligned to the evidence of exceptional instructional leadership and improved student performance.	The school's evaluation of appropriately certified administrators is directly aligned to the evidence of exceptional instructional leadership and student performance.	The school's evaluation of appropriately certified administrators is loosely aligned to the evidence of instructional leadership. Assessments of student performance are not necessarily used in evaluations.	The school's evaluation of appropriately certified administrators is not aligned to the evidence of instructional leadership. Assessments are not necessarily used in evaluations.

ESEA For LEAs

RESOURCE MANAGEMENT ANALYSIS

Using the guiding questions from pages 26-28, conduct an analysis of the school's current resources and how they may be used to fulfill the needs of the school.

Resource	What resources does the school have that will support the goals?	What resources does the school need in order to meet the school's goals?	Is the school utilizing all of its existing resources to their fullest potential?	What resources could the school invest in that will produce the best results?
Fiscal				
Personnel				
Time				
Instructional Materials				
Technology				
Community				

ESEA For LEAs

COMPREHENSIVE NEEDS ASSESSMENT RESULTS

Click the icon below to access the Comprehensive Needs Assessment spreadsheet based on the [Standards and Rubrics for School Improvement](#). Record the results of the returned [Comprehensive Needs Assessment Survey](#). Include sources of data, evidence, or examples.



Comprehensive Needs
Assessment

Instructions Worksheet

Enter the date, school name, LEA Name, and CTDS number.

Certified Worksheet

Add/delete columns to reflect the number of certified staff members on the school staff. Keep the responses as anonymous. Cut and paste the responses from each individual respondent's survey under the certified column. The final columns will average the responses for each standard from the *Standards and Rubric for School Improvement*. Add comments from respondents to serve as qualitative data.

Administration Worksheet

Add/delete columns to reflect the number of administrative staff members on the school staff. Keep the responses as anonymous. Cut and paste the responses from each individual respondent's survey under the certified column. The final columns will average the responses for each standard from the *Standards and Rubric for School Improvement*. Add comments from respondents to serve as qualitative data.

3	The school demonstrates exceptional performance in this area.
2	The school demonstrates acceptable/adequate performance in this area.
1	The school demonstrates a need for growth in this area.
0	The school demonstrates a need for improvement in this area.

Standard 1	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Total	Exceeds	Meets	Approaches	Falls Far Below
School and District Leadership Capacity											
1.1	1	1	1	2	2	0	1	0	2	3	1
1.2	3	2	3	3	3	3	3	5	1	0	0
1.3	3	1	1	2	2	2	2	1	3	2	0

Final Results Worksheet

The results of the responses for each group will total on this page. Cut and paste responses under comments. Type in conclusions.

ESEA For LEAs

PARENT INVOLVEMENT SURVEY

Communication	YES	NO
<ul style="list-style-type: none"> The school keeps parents engaged in two-way communication. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school maintains regular, meaningful two-way communication. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school reduces language barriers by providing communication in all parents and students' home language. 	<input type="checkbox"/>	<input type="checkbox"/>
Education/Parenting	YES	NO
<ul style="list-style-type: none"> The school helps families understand the growth and development of their children. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school supports the parents at home with the education of their students. 	<input type="checkbox"/>	<input type="checkbox"/>
Involvement	YES	NO
<ul style="list-style-type: none"> The school makes parents feel welcome in the school. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school encourages parents to become involved as volunteers to support students and school programs. 	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	YES	NO
<ul style="list-style-type: none"> The school includes parents in school decisions, governance, and advocacy. 	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	YES	NO
<ul style="list-style-type: none"> The school established strong relationships with the general community. 	<input type="checkbox"/>	<input type="checkbox"/>
Informal Activities	YES	NO
<ul style="list-style-type: none"> The school sponsors activities that allow parents, students, staff, and community members to interact. 	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities	YES	NO
<ul style="list-style-type: none"> The school provides opportunities for the parents and educators to share information. 	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities	YES	NO
<ul style="list-style-type: none"> The school takes responsibility when it comes to student learning. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The parent Involvement program is successful in helping students academically. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school encourages parents to take responsibility when it comes to student learning. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school promotes students to take responsibility for their learning. 	<input type="checkbox"/>	<input type="checkbox"/>

ESEA For LEAs

SCHOOL DATA ANALYSIS

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below).

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
<u>School and District Leadership Capacity</u>			
<u>Curriculum, Instruction, and Professional Development</u>			
<u>Classroom and School Assessments</u>			
<u>School Culture, Climate, and Communication</u>			
<u>Resource Management</u>			

ESEA For LEAs

NEEDS PRIORITY LIST



List the five areas with the lowest levels of performance for each standard as determined by the school's needs assessment with the [*Standards and Rubrics for School Improvement*](#).

Need Category	Data Sources
<u>School and District Leadership Capacity</u>	
<u>Curriculum, Instruction, and Professional Development</u>	
<u>Classroom and School Assessments</u>	
<u>School Culture, Climate, and Communication</u>	
<u>Resource Management</u>	

ESEA For LEAs

COMPREHENSIVE NEEDS ASSESSMENT TABLE

Use the information and data in this table and the [Prioritized Needs](#) according to the results of the [Standards and Rubrics for School Improvement](#) to establish the SMART goals, strategies, and action steps of the [Site Based Title I Targeted Assistance Plan](#). Click the hyperlink to return to the [Comprehensive Needs Assessment Formula](#).

GOAL TOPIC	DESIRED RESULTS (What Should Be)		CURRENT RESULTS ³ (What Is)	NEED (Gap Analysis)
Academic Proficiency in Reading	ESEA	AMO (%)⁴	 Current Results and Gap Analysis Reading	
	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.	3		
		4		
		5		
		6		
		7		
		8		
Academic Proficiency in Mathematics	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) will attain proficiency or better in mathematics by 2013-2014.	HS	 Current Results and Gap Analysis Math	
		3		
		4		
		5		
		6		
		7		
		8		
Teacher Effectiveness	By 2013, provide all students with access to effective teachers and principals through equitable distribution and high quality professional learning opportunities in order to close achievement gaps.			
Proficiency for ELLS	All English Language Learners will become proficient in English.			
High School Graduation	All students will graduate from high school.			
Parent Involvement	All schools will increase effective parent and family involvement.			

³ Click the Excel icons to activate the Current Results and Gap Analysis Spreadsheet. Enter the current AIMS exam results for each grade level and subgroup.

⁴ Click the hyperlink [AMO](#) and go to page 25 of the [State of Arizona Consolidated State Application Accountability Workbook](#) to view the current academic year's Annual Measurable Objectives per grade level. You may also use the Microsoft Excel link to calculate the Gap Analysis based upon grade level and Subgroups.

ESEA For LEAs

SCHOOL PROFILE

Who are you?

Describe your school. What are the grade levels you serve? What is the socio-demographics of the school community? What are the largest subgroups that make up your student population?

Student		Staff						Performance	
Population	Count (%)	Administration						Assessment	Indicator
All Students (Total Number)		Number of Admin.		Principal's Years of Experience		Principal Years at School		Average Yearly Progress (Met/Not Met)	
								AYP Determination	
Male		Instructional						Percent Tested	
Female		Number of HQ Teachers		Number of Core Academic		Number of Elective		Test Objectives	
White								Attendance Rate	
Hispanic								Graduation Rate	
Black		1-3 Years Exp. (%)		4-6 Years Exp. (%)		7+ Years Exp. (%)		AZ LEARNS	
Asian / Pacific Islander		Bachelors (%)		Masters (%)		Ed.D. / Ph.D. (%)		Improvement Status (Y/N)	
								School	
Native American		National Board Cert.		Reading Endorsed		Other Endorsed		LEA	
								Persistently Low Performing School	
Special Education		Support Staff						English Language Learner (Met/Not Met)	
Limited English Proficient		Title I Coordinator		Instructional Coach(es)		School Psych.		AMAO Determination	
								Other Assessment	
Free & Reduced Lunch Program		Testing Coordinator		Mentor Teacher(s)		Social Worker		(List other assessments used to measure school/student performance)	

ESEA For LEAs

RESOURCES

Title I — Improving the Academic Achievement of the Disadvantaged

This is the webpage on Title I for the U.S. Department of Education.

Link: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

Uniform System of Financial Records (USFR) Chart of Accounts

This PDF contains the chart of accounts and expense classifications when applying for federal funding through grants management.

Link: [https://www.ade.az.gov/gme/Additional Information/Add Info downloads/ChartofAccount.pdf](https://www.ade.az.gov/gme/Additional%20Information/Add%20Info%20downloads/ChartofAccount.pdf)

Four Pillars of ESEA

This webpage explains the four pillars of the Elementary and Secondary Education Act of 1965.

Link: <http://www2.ed.gov/nclb/overview/intro/4pillars.html>

Title I / Academic Achievement

This webpage is for the Title I Department of the Arizona Department of Education.

Link: <http://www.ade.az.gov/asd/Title1/>

Title I Schoolwide Program, Arizona Department of Education

This is the webpage for the Arizona Department of Education's Title I Schoolwide Program.

Link: <http://www.ade.az.gov/asd/>

Standards and Rubrics for School Improvement

This PDF form contains the rubric and assessment schools use to conduct their needs assessment.

Link: <http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf>

Standards Assessment Inventory (SAI)

This is the link to the survey of professional development processes and practices for the district and school.

Link: <http://www.ade.az.gov/asd/hqp/SAI/>